

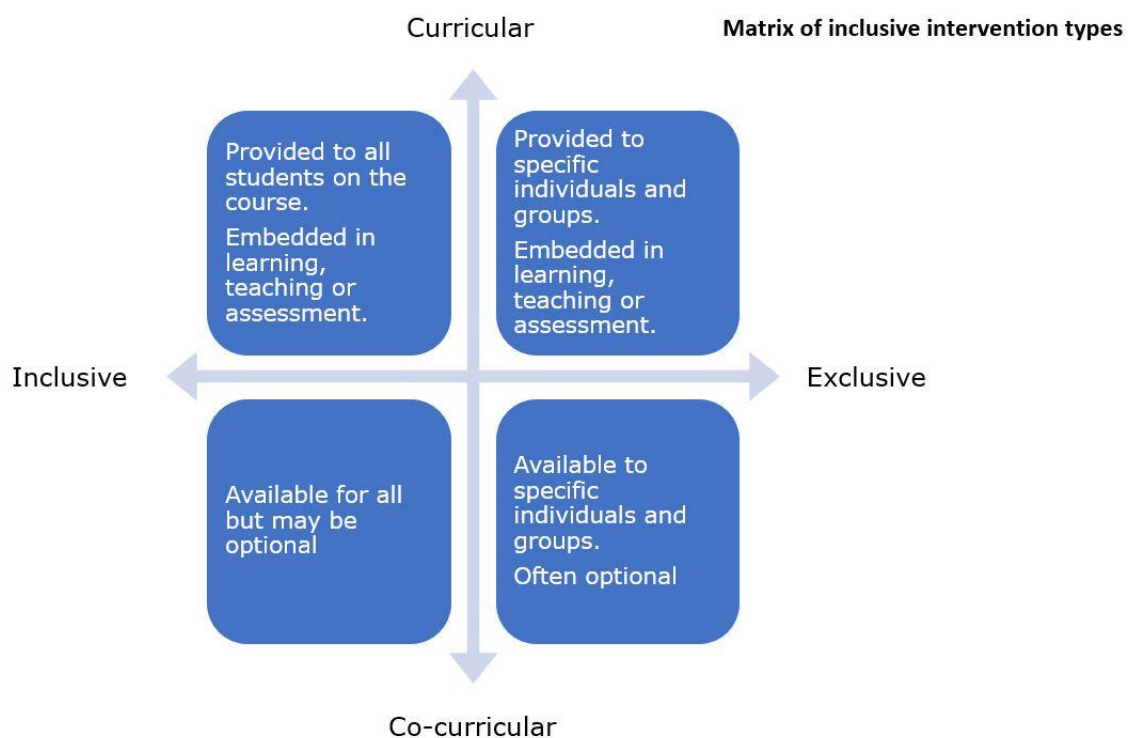
Inclusive interventions matrix

Colleagues looking to introduce interventions to address disparities may also find the following resource useful.

This matrix of inclusive interventions maps the broad landscape of intervention types, drawing on sector literature to identify four categories of intervention.

The “exclusive” categories on the right describe interventions offered to a specific target group only. The “inclusive” categories on the left may be targeted at a specific group but are provided to all students on the course. (For definitions see [Stevenson et al 2019](#).)

On the vertical axis, “curricular” interventions (upper quadrants) are embedded into mainstream learning, teaching or assessment, while “co-curricular” interventions are offered outside the curriculum. (For more detail see [Thomas 2012](#).)



Studies on interventions in the sector emphasise the importance of direct interventions into curricula, pedagogies and assessment practices (e.g. Thomas 2012; [Hockings 2010](#)); [Mountford-Zimdars 2016](#); [UUK 2019](#)). While all intervention types can be valuable, then, the most effective interventions are likely to be inclusive and curricular (upper left quadrant).

Emerging from NTU’s Success for All Educational Development evaluation, the matrix of inclusive interventions can be used as a tool to identify approaches to addressing disparities. It can also help colleagues to review the balance of existing interventions in a given course context and make adjustments where necessary.